

	Middle Years Programme	Form F3.1
	Moderation coversheet: Subjects	

Please complete a copy of this form for **each** folder of work submitted for moderation.

Please ensure that the material being submitted for moderation conforms to the requirements set out in the relevant subject group guide. All the criteria **must be applied twice** within the folder accompanying this form, unless stated otherwise in the subject guide.

School name: Victoria Shanghai Academy School code: 2634

Student's name/number: Kristy Fung Subject: Maths

The student's work is (please mark box):

☒ comparatively good ☐ average ☐ comparatively weak

Nature and title of assessment task		Criteria					
		A	B	C	D	E	F
1. The Bench	Teacher	8			4		
	Moderator						
2. Patterns in Probability	Teacher		6	5			
	Moderator						
3. A Special Matrix	Teacher		4		4		
	Moderator						
4. Test	Teacher	3		2			
	Moderator						

Please use the reverse of this form or separate sheets to identify the conditions under which each piece of work was done (project, classroom test, end-of-term examination, and so on), the amount of support provided, any special circumstances, and general/specific information on the student. Provide any information that may assist the moderators in determining how the criteria were applied.

Name of teacher: Les Millard

March 20,

Signature of teacher: _____

Date: _____

2012

Names of teachers involved in internal standardization for this subject:

Bonnie Luk, Les Millard

Teacher's comments:

Criterion	Grade	General Remarks	Why This Grade
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Criterion	Grade	General Remarks	Why This Grade
Bench A	8	The task for this criterion took the students from theoretical knowledge to practical. The challenge was how the students applied this. As an English language B student Kristy was able to address this well.	Kristy made appropriate deductions in both familiar and unfamiliar situations using 5 functions. This she did with sound mathematical reasoning. Therefore she achieved a level 8 for this task in criterion A.
	4	Language issues have also hindered Kristy's ability to make critical explanations or development deeper justifications or explanations required to allow her to achieve at the higher level.	Kristy made good sense of the connections to real life and was able to explain her results in the context of the problem. Language issues have made critical analysis difficult. She attempted to discuss the degree of accuracy. Kristy reach a level 4 but did not have enough depth of discussion to justify a level 5.
Prob B	6	Kristy was strong in her ability to develop patterns of understanding helped by her mathematical application. Given her language restrictions she was able to have sound discussions describing the patterns she found.	Kristy found and described the patterns by selecting and applying mathematical problem solving techniques well. She was able to draw conclusions consistent with her findings. Kristy did lack in-depth justifications to her answers for questions 7 to 12.
Prob C	5	Kristy was able to provide the mathematics to problem solve in this task. She consistently applied correct mathematics to the task.	Kristy moved well between different forms of representation and showed some good use of mathematical language. Her lines of reasoning could have had more detail.
Matrix B	4	Kristy completed the mathematics well but found difficulty in relating the findings. There were follow through considerations but these were not strong enough to make successful generalisations.	Kristy demonstrated mathematical problem solving techniques that she used to recognise patterns and suggested relationships between these. This enables her to achieve a strong level 4. As she did not describe the rules or successfully draw conclusions consistent with the findings she could not achieve a level 5.
Matrix D	4	This task did not lend itself to addressing real life connections.	Kristy correctly explains how sensible her results were in the context of the problem although this required follow through marking for this to occur. She attempted to justify the accuracy.

Criterion	Grade	General Remarks	Why This Grade
Test A	3	Kristy's result in this assessment was rather disappointing as she clearly demonstrated understanding of the concepts in class. She made basic algebraic errors that, in class, posed no problem for her. It was clear that she was being minimalist in this assessment.	<p>Kristy completed the level 1-2 band generally making appropriate deductions when solving simple problems in familiar situations.</p> <p>A level 3 was awarded as Kristy was beyond a level 2 as demonstrated by her answer to Q8. While this level has been given the evidence is tenuous.</p>
	2	Kristy provided many unsubstantiated answers. Because of this logic processes cannot be assessed.	<p>Kristy satisfied the 1-2 band to achieve a level 2. Different forms of representation were not successfully completed. Furthermore, as she did not demonstrate sufficient use of mathematical language, and, very little in the way of methodology, Kristy could not be given a level 3 or beyond.</p>
Test C			